

Young Audiences of Massachusetts

Educational Materials

Please forward to teachers

05.26.06

ABOUT THE PERFORMANCE:

Sumaj Chasquis: Traditional Bolivian Music: Indians Discovered America

Grade levels: K-5

Sumaj Chasquis, meaning “good messengers,” brings together Bolivian, Indian, and Mestizo musicians to share the enchanting culture and music of the Bolivian Andean Highland. The message of this hauntingly beautiful music is conveyed in three languages and on native Bolivian instruments. Students participate with the musicians throughout the program, discovering the traditions, legends, music and dances of Bolivia.

LEARNING GOALS:

- 1) To foster appreciation and conservation of the music and culture of Bolivia
- 2) To preserve the traditions, legends, and customs of the Bolivian culture

PRE-ACTIVITY SUMMARY: *Making Music*

Discuss musical instruments and what the students know about them. Look into how they are played, what makes the sound, and how that sound is manipulated. Brainstorm what the students know already about Bolivian culture, and make predictions about what they will discover from the performance.

POST-ACTIVITY SUMMARY: *Celebrate Bolivian Culture*

Explore the meaning of the word culture and why it is important. Plan a Bolivian festival in celebration of a holiday or event. Research aspects of the culture, and draw pictures depicting the celebration.

CURRICULUM LINKS:

Foreign Languages, History and Social Sciences, Music, Multicultural Studies

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PRE-ACTIVITY: MAKING MUSIC

LEARNING GOAL:

To foster an appreciation and conservation of music and the culture of Bolivia.

MATERIALS/PREPARATION:

Various musical instruments,
World map

TIME:

45 -60 minutes

Tips for the Teacher:

*If you are unable to acquire the actual instruments, provide the students with pictures and sound clips.

STEP 1:

Discuss musical instruments. How many can students name? Divide them into families: strings, woodwinds, brass, percussion. Include folk instruments from various countries as well as the standard orchestral instruments.

STEP 2:

Explore how the sound is produced on different instruments. Is the instrument struck, blown, bowed, or plucked? Now examine how the sound is manipulated. What starts the sound? What vibrates to make the sound (string, air, reed, etc.)? How can the sound be changed?

STEP 3:

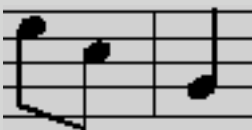
Explain that just as different languages are spoken in different countries, different kinds of music are also found in different countries. As immigrants traveled from one place to another, they carried their own musical traditions with them.

STEP 4:

Locate Bolivia on a map of the world. Brainstorm what the students already know about Bolivia and its' culture. Make a chart with three columns, titled "What We Know," "What We Want to Know" and "What We Learned." Fill out the first two columns in regard to Bolivian culture. Referring back to what was gathered on musical instruments, make predictions about the types of instruments and music played in Bolivian culture.

EXTENSION:

Create musical instruments out of everyday materials. Play a recording of music from another country or culture and have the students play along with their instruments.



POST-ACTIVITY: *CELEBRATE BOLIVIAN CULTURE*

LEARNING GOAL:

To preserve the traditions, legends, and customs of the Bolivian culture.

MATERIALS/PREPARATION:

Drawing materials

TIME:

45-60 minutes

STEP 1:

Complete the “What We Learned” column as a class. Discuss what was interesting or surprising from the performance.

STEP 2:

Define the word “Culture.” Ask the students to discuss what the word means and why it is important. What is unique about coming from a particular country or culture?

STEP 3:

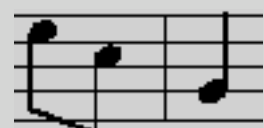
Assign groups of students various aspects of the Bolivian culture to research, such as food, music, dances, costumes decorations.

STEP 4:

Plan a Bolivian festival to celebrate a holiday of choice. Have each group of students plan an aspect of the festival that they researched. Draw pictures of what the celebration would look like. Share each group’s plans with the class.

EXTENSIONS:

- 1) **Ask** the students to talk to their families about their culture. Have everyone bring in a family recipe representing their heritage and create a “Multicultural Family Recipe Book.”
- 2) **Carry out** the plans for the Bolivian festival, with authentic music, decorations, and food. Ask parents to help by assisting in cooking. Gather recordings of Bolivian music to play during the festival.



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VOCABULARY:

Wind Instruments:

Ica: Smallest of the panpipes, very high pitched sound

Malta: Panpipe, one note lower than the Ica

Zanka: Panpipe with a deeper sound than the Malta, about 20 inches long

Toyos: Panpipe one octave lower than the Zanka, about 55 inches long

Quena: Flute with open mouthpiece, made of cane or reed

Quenacho: Flute similar to the Quena with a deep, melancholy sound

Tarka: Wooden flutes in 3 sizes, from the Aymara civilization

String Instruments:

Charango: Small size, sound box made from the shell of armadillo, sounds like raindrops

Walaycho: Similar to the Charango, but smaller

Ronroco: Tuned as the Charango but larger and deeper in sound

Guitar: European instrument used for rhythm

Percussion Instruments:

Wangara: Drum made from hollowed tree trunk, covered with cow or goat hide.

Tambora: Small drum with strings that makes a high pitched sound

Chullus: Rattles made from goat hooves

ABOUT THE PERFORMERS:

Described by the Boston Globe as “riveting... thoroughly impressive...,” Sumaj Chasquis has performed throughout the United States. Since 1991, the group has regularly performed in the annual World Anthropology Conference held at Harvard University and in numerous folk festivals. The group has also performed and given workshops at colleges, as well as elementary, middle, and high schools.

ABOUT YOUNG AUDIENCES:

Young Audiences of Massachusetts (YA) is the oldest, largest and most utilized arts-in-education organization in the state and one of the largest in a national network of 31 chapters. For 45 years, YA has distinguished itself as the vital link between Massachusetts schoolchildren (K-12) and over 80 of the region’s most accomplished actors, dancers, singers, instrumentalists, and storytellers. Its 36 ensembles offer 57 interactive arts programs that represent a range of cultures, historical periods and artistic disciplines. YA is unique in its flexibility to offer interactive performances, tailor-made residencies, workshops, teacher-training, curriculum planning and multi-year projects. All programs come with educational materials and satisfy local, state and/or federal arts education standards.



Young Audiences of Massachusetts

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MASSACHUSETTS CURRICULUM FRAMEWORKS CONNECTIONS

Sumaj Chasquis

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| <i>Language Arts 8</i> | ...identify the basic facts and essential ideas in a text and use them as a basis for interpretation. |
| <i>History 4</i> | Society, Diversity, Commonality, and the Individual...learn the complex interplay that has existed from the beginning of our country between American ideals and American practice. |
| <i>History 8</i> | Places and Regions of the World...identify and explain the location and features of places and systems organized over time. |
| <i>Foreign Languages 4</i> | ...demonstrate an understanding of the traditions, perspectives, practices, and products of the culture studied, including human commonalities as reflected in history, literature, and the visual and performing arts. |
| <i>Foreign Languages 5</i> | ...demonstrate an understanding of the nature of language through comparison of the language studied with their own. |
| <i>Foreign Languages 6</i> | ...demonstrate an understanding of the concept of culture through comparison of the target culture with their own. |
| <i>Foreign Languages 7</i> | ...use the target language to reinforce and expand their knowledge of other disciplines and to acquire new information and knowledge. |
| <i>Arts-Music 3</i> | Playing Instruments...play instruments, alone and with others, to perform a varied repertoire of music. |
| <i>Arts-Music 6</i> | Purpose and Meaning in the Arts...describe the purpose for which works of dance, music, theatre, visual arts, and architecture were and are created. |
| <i>Arts-Music 7</i> | Roles of Artists in Communities...describe the roles of artists, patrons, cultural organizations, and art institutions in societies of the past and present. |
| <i>Arts-Music 8</i> | Concepts of Style, Stylistic Influence, and Stylistic Change...demonstrate understanding of styles, influence, change. |
| <i>Arts-Music 10</i> | Interdisciplinary Connections...apply knowledge of the arts to the study of English language arts, foreign languages, health, history, and social science, mathematics, and science and technology/engineering. |